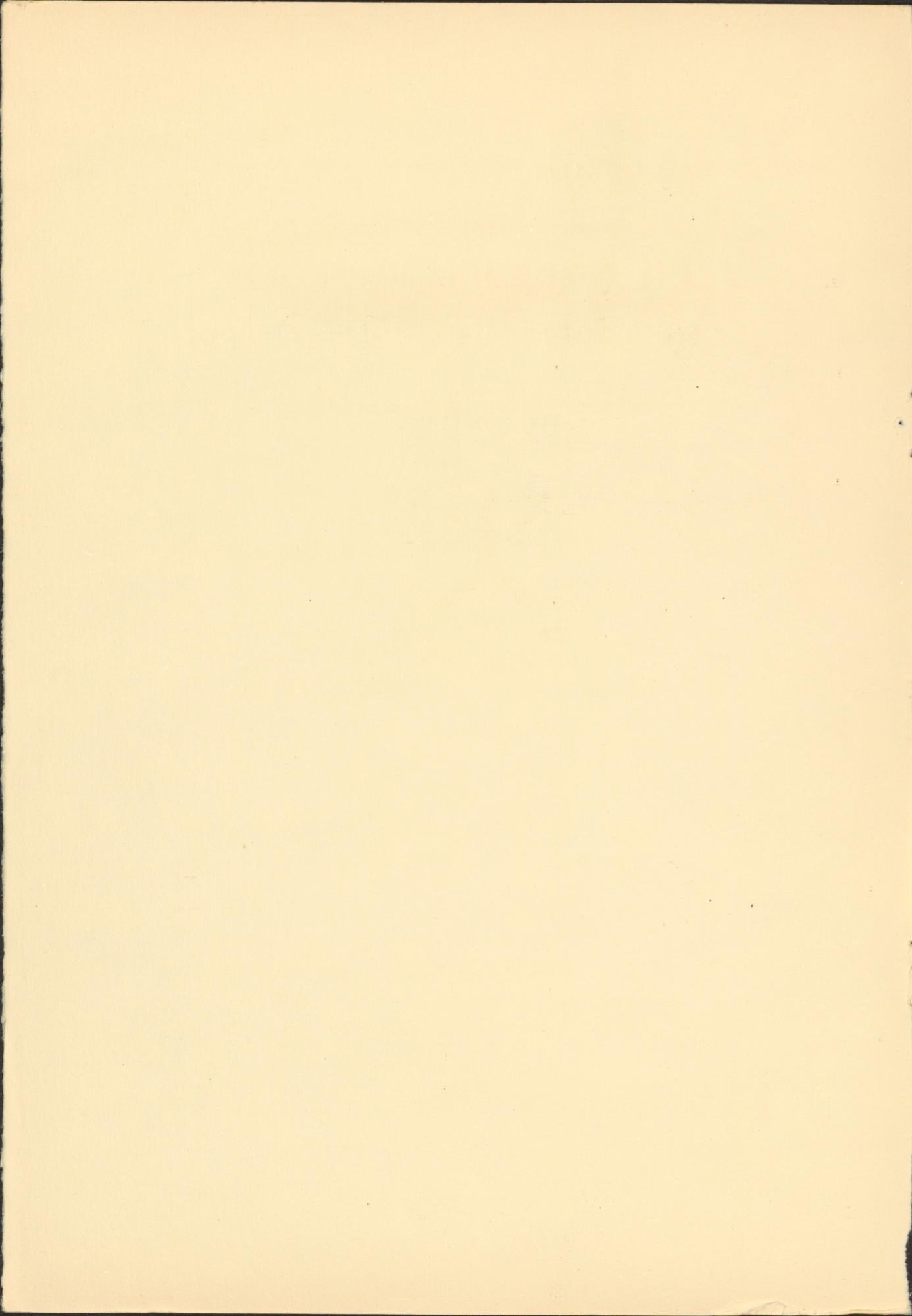


1938

The  
North Shore Country Day School





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# THE NORTH SHORE COUNTRY DAY SCHOOL

*A Community School for Boys and Girls*



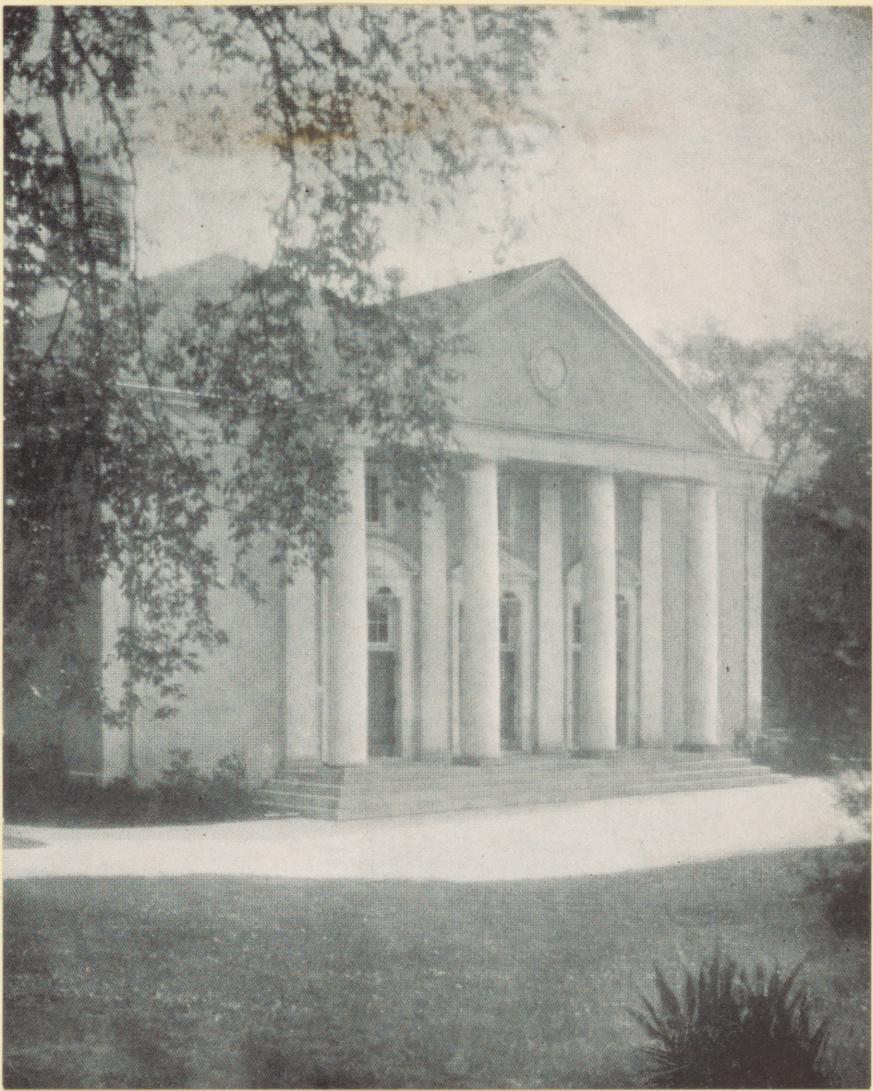
FOUNDED 1919

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INCORPORATED 1923

*as a*

*Corporation Not for Profit*



*The Assembly Hall*

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## FOREWORD

### *Description*

THE NORTH SHORE COUNTRY DAY SCHOOL, situated in Winnetka, Illinois, is a parent-owned educational enterprise operating from kindergarten through the four years of high school. A co-educational institution in all of its divisions of Lower, Middle and Upper Schools, it has for its main concern the guided development of the interests and characters of growing boys and girls.

### *Limited Enrollment*

Limited in enrollment to a total of 350 pupils, it is pledged to the principles of relatively small classes and the all-around social, physical and intellectual development of the individual.

### *The Faculty*

The School has a faculty and executive staff of over forty men and women. Its teachers are drawn from graduates of such institutions as Yale, Harvard, Smith, Vassar, Chicago, Columbia, California, and European and Canadian Universities. Many of the teachers have traveled widely and have done graduate work in education or in specialized subject matter fields. Several are contributors to educational journals or are engaged in research under the direction of national foundations. All, however, have been chosen for their interest in and understanding of children and young people.

### *The School Plant*

With the completion of its new Lower School building the school has an unusually fine plant. Eight buildings house three wood and

metal working shops, three art studios, the music department with its classrooms and individual practice rooms, two gymnasiums, modern kitchens and dining rooms, executive offices, an auditorium and classrooms for Lower, Middle and Upper Schools.

Sixteen of the eighteen acres of campus are devoted to playing fields where an extensive program of intramural athletics for all is carried out each day and where interscholastic games in field hockey, baseball, lacrosse and football take place.

#### *Total Investment*

Plant and equipment represent an investment of over \$1,000,000. This property interest is not, however, the product of any one large benefaction, but is the result of twenty years of loyal and generous support given by the large number of residents of the North Shore area whose children have attended the school.

The following pages develop more in detail the history, philosophy and organization of the school.

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## ORIGINS

The North Shore Country Day School was founded in 1919 by a large group of Winnetka parents who wished to combine for their children the principal advantages of a good boarding school with those of the best day schools.

Its dominating motive has been to educate and aid in the highest development of the individual children entrusted to its care. It believes that a very important element in such development is the close relationship of the parent with the school and consequently with his own child.

It believes that the intimate associations which arise when children are brought together in a family-community life are essential to their best growth and that this is most completely obtained in a group consisting of children of all ages together with their adult advisors, which binds itself by a sense of mutual responsibility toward one another and toward the community as a whole.

Such aims and ideals seemed to be most possible of accomplishment by the establishment of a "Community School" with a daily program of the type known as the Country Day School plan, and with an educational philosophy based on the teachings of such men as Francis W. Parker, John Dewey and William Kilpatrick.

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## FINANCIAL ORGANIZATION

### *Not a "Private School"*

While the educational organization of the school is that of a Country Day School, its financial status is that of a Community-owned institution. It is incorporated under the laws of the State of Illinois as a corporation not for profit. It is not a "private school," in the sense that it is owned by a private individual or that it is operated for profit. It is owned in its entirety by the parents of its current pupils.

### *The Directors*

Its policies and destinies are governed by a Board of Directors elected by the parent owners. This Board selects and appoints a Headmaster who is charged with the responsibility for the educational policies and administration of the school but who has no jurisdiction over financial matters, these remaining solely in the hands of the Directors.

### *The Budget*

A yearly budget is set up in which the running expenses of the school are balanced by the income from tuitions. In this careful consideration is made for the best interests of the school as a whole, not the least of which is the number of scholarships and other financial aids available to those who desire and appreciate membership in this type of institution, but who might find the payment of the full tuition too great a financial hardship. There are usually twenty-five to thirty pupils holding full or partial scholarships.

### *The Endowment Fund*

There is a small though steadily increasing endowment fund made possible through the generosity of patrons of the school, the income from which is used also to help meet the running expenses. The capital expenses of investment in buildings and grounds and permanent equipment are met by a revolving fund which was obtained through the yearly purchase of debentures by the parents of the pupils attending the school and which in turn are bought back by the school at the time of the graduation of the pupil.

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## EDUCATIONAL ORGANIZATION

### *The Full Day Plan*

The Country Day plan was adopted as the one most likely to achieve the educational aims of the founders. Under it the child spends the whole day at the school as a part of the Family-Community and under the guidance of carefully selected teachers. He experiences as a part of his school curriculum a well balanced program of classes, recreation, athletics, supervised study and the daily school Assembly. He participates also in cultural activities such as Music, Shopwork, Drama, Arts and in discussions of current social and individual problems.

The longer school day enables him to know his teachers in many more situations than those of the classroom, and yet he has retained the vital influence of his home. He is at home in the late afternoons, evenings and over the weekends when his parents are usually better able to devote themselves to him and his interests.

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## THE YOUNGER CHILDREN

### *Freedom from Strain*

It has been found that the benefits of this longer school day are especially great in the case of the younger children. It allows them to work and play under far less strain, a highly important factor in the tense and complex atmosphere of modern American communities. There is time enough in this full day at school to meet their needs more completely by means of an unhurried sequence of study, recreation and rest. At school are found work, friends and play; exciting adventure and yet protection from overstimulation. There are more breathing spaces, more opportunities to follow individual interests, and a closer association with the teachers who have occasion to share in most of the interest of the pupil's life both in and out of the classroom.

### *Associations With the Older Pupils*

Each of the younger children may also feel that he is really a valid member of the big school family; for he has time enough and many opportunities for work and play with the older pupils of the upper grades. This helps him to realize that he is an important part of the community, sharing with them in the responsibility for the school's best welfare.

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## PARENTS AND SCHOOL

During the important early years when children are forming their habits of work and play so rapidly, as well as during the adolescent period when attitudes and character traits emerge, the problem of what is best for the child is naturally of great concern to his parents. It does not seem wise to delegate this responsibility entirely to others. The child's life is a whole of which his school and his home form important parts. Whatever is done in one has a direct and immediate bearing on the other. If the child feels that there is a close and understanding relationship between the two and that he is being treated with sympathy and respect, he then seems to have a better sense of security and self-confidence on which to base the development of a well balanced personality.

### *New Methods*

This phase of the problem is one to which the school devotes much attention. It has worked out various methods of co-ordinating the efforts of the home with those of the school which seem to have been helpful to both and are felt to have been of assistance to the pupils in forming more satisfactory adjustments to their individual environments.

### *Actual Co-education*

To achieve a normal attitude of the sexes toward each other has been one of the school's principal interests. It has endeavored to contribute whatever it could to the general fund of knowledge in this important field. One of the results of the school's ten years of investigation of this problem has been the working out of an

adaptation of the usual methods of co-education. This provides at the beginning of adolescence and continuing through High School for the gradual separation of the boys and girls during various school activities where they do not seem to react favorably on each other. It allows them to form more easily normal associations with each other as they grow older, and as their social adaptation becomes more complete.

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## CONCERNING COSTS

The School, being a parent-owned institution, endeavors to operate at cost. It is fortunate in having been able through the sagacity of the founders to obtain its physical plant at an extremely favorable figure, and through the generous gifts of its patrons to add four new buildings of fireproof construction to the original group. There are now eighteen acres of playing fields and lawn and eight school buildings, as follows:—Knollslea Hall, containing the executive offices and some of the Art and Music Rooms; the Auditorium, seating 500; the Girls' gymnasium and locker rooms; the Boys' gymnasium building, which also contains the lunchroom on a separate floor; Leicester Hall, used by the Music and Art Departments with special practice rooms, and studios; Dunlap Hall which provides home-rooms and classrooms for the High School pupils together with their shops, Science laboratories and Library; Eliot Hall for the exclusive use of the Middle School, and the large new Willoughby Walling Hall which was completed in February, 1937.

### *Willoughby Walling Hall*

This building is designed expressly to meet the needs of the Lower School. It contains large modern classrooms for each of the first six grades and the kindergarten. In addition there are special rooms designed for the use of the younger children's classes in Music, Rhythms, Art, Shop, Science, Cooking and the assemblies and daily rest periods. The architecture is the modern functional type which allows great latitude to the designer in providing for the activities and requirements of the children without being restricted by his

design. This generous gift of the parents now in the school and for which all of its members are deeply grateful, completes adequately the school's original plan for buildings.

#### *Generous Inspiration*

Such gifts as these have given to the succeeding groups of patrons the advantages of a school plant with modern buildings without charge. It has been a distinct inspiration to the members of the school to realize that its growth and development have come in such a large measure from the continuous support, generosity and sacrifices of so many of the parents.

#### *No "Extras"*

The tuition fee (see insert) covers all expenses of the pupils except luncheon, school supplies, or if desired, private lessons in instrumental music and private tutoring. There are no extra fees.

Effort is always made to discourage extravagance in any form (including dress, careless loss of personal property, etc.) as well as unnecessary expenditures.

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## A CONTROLLED ENVIRONMENT

### *The Democratic Spirit*

Every effort is made to maintain a unified student body homogeneous as to its ideals and aspirations, but representing as many varied interests, home-backgrounds and walks of life as possible. It is felt that a truly democratic spirit springs more from an environment where there is a true respect for and appreciation of the differences in individuals and for their varying potentialities, than from an environment which tends to ignore these differences or reduce them to a single standard. All too frequently the mixing together of many types without regard for a common denominator of similar ideals and attitudes seems to have created greater rather than less intolerance and distrust between the varying groups. The school is deeply conscious of its responsibility for helping to create truly democratic attitudes.

### *Balance*

In order to maintain a spirit of interdependence and fellowship the school is limited in numbers to a student body of not more than 350 pupils, and a careful balance is kept between the number of boys and girls in each grade and in the school as a whole, between the sizes of the Upper and Lower school groups, and between the sizes of the various grades, so that no one of these groups shall unduly predominate.

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## RECORDS AT COLLEGE

### *Academic Achievements*

As most of the school's graduates have gone to college, and as many of these (approximately 90 percent) have entered the foremost universities and colleges of the east, the academic standards of the school are kept high. The records of the school's graduates have been gratifying, for not only have the requirements for college admission and graduation been met, but a great many competitive college scholarships have been won. Moreover, the recent graduates of the school have entered college with an average of two more entrance units than the colleges have required.

### *Social Aspects*

It is felt that students who have had the advantage of living in their own homes and civic communities in constant association with their parents and teachers during their school years will probably find that the adjustment to the distractions and complexities of life in college is not as difficult as it might have been had they not had the benefit of this experience. They have had the opportunity of facing gradually the problems of modern life as they grew into it. It is felt that the guidance at this time of those who know them and have their best interests at heart cannot help but prove of considerable benefit to them. The parents and faculty of the school are deeply aware of the difficult adjustments facing boys and girls of today, and try to assist each other and the pupils as far as is possible in meeting them squarely. With this in mind the study and analysis of social and individual problems current in the pupils' lives and in the country at large, has become an important part of the regular curriculum.

### *A Complete Curriculum*

The High School Curriculum is a complete 4-year unit based on the school's long experience of successfully preparing students for college.

The school cannot undertake to change this curriculum to meet the entrance requirements of other secondary schools whose educational philosophy differs radically from its own or whose college preparatory program requires 5 or 6 years for completion. In all cases where a pupil desires to transfer to such an institution he is advised to secure the services of a tutor.

### *Special Pamphlets*

It is not possible within the scope of an announcement of this kind to do more than touch on a few of the more important aspects of the school's organization, ideals and activities. Several pamphlets have been prepared describing more in detail the various features of the school, than has been possible above. These will be furnished to anyone who may be interested. The pamphlets discussing the work of the Parents' Association, the study of the records of the school's graduates at college, and the description of the ways in which the school has modified and adapted co-education to the needs of the pupils of various ages, are the ones of most general interest.

Further information regarding matters connected with the school, application for admission, etc., may be had by addressing the Executive Secretary who will be glad also to arrange appointments to confer with the Headmaster or any of the staff, if they are desired.

The North Shore Country Day School  
WINNETKA, ILLINOIS

*Telephone Winnetka 674*

